

# Educational Supplement

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## Pro Fide

By HARTLEY B. ALEXANDER

MAN'S political education should never be completed. It was more than mere antique sentiment, it was the wisdom of the truest sage, that led Solon, when he described to Cræsus the happiest of men, to make his hero—after he had lived a virtuous life, reared a family, and enjoyed an honorable share of what men call goods—end his career and fulfil his happiness by death in battle for his country. Perfect citizenship is a thing not easily to be attained; while a man lives he must fight for it (most of all with his own anarchic soul), and death must overtake him fighting for it; and not until he has fallen can his fortune be accounted and the final credit set to his estate.

In a certain broad and true sense the bestowal of the ballot is a recognition of this fact. The ballot is very properly called a weapon and an election a battle; in the possession of the ballot there is a defensive safety, and in the exercise of the vote a military responsibility demanding an alert mind and an eye unwaveringly set on the good of the state. The ballot is not a security that can be put in a safety deposit and draw comfortable interest; its employment is its preservation. This means that he to whom it is committed must be relentlessly in training, learning through use the better mastery of his citizen's rights and, like a surgeon or a soldier or a man of law, improving his skill with practice—which can only signify practice of civic judgment in that study of human nature and choice of good men which is the true life of a democracy. Such a process is necessarily educational, and it is the great virtue of democracy that it recognizes no finished men—your perfect valet, for example, or hussar, or beau—and no classes save citizens, active or preparing; and both of these are in process of education.

Of course, there is a distinction between the boy at school and the man at the booth. The latter is doing what the former is preparing for, even though we own that the preparation must continue with the practice. And certainly it makes a huge difference in the voter if the boy has been properly trained. For there are principles which underlie the education of democrats in their school days, just as there are principles governing the school training of those who are to become docile subjects of an autocracy. Next to the goose-step (which is but its automatic display), the docility of the German, schoolboy and subject, has come in for our most copious contempt; but as a matter of fact, this docility is merely law-abidingness, which among ourselves we surely regard as a virtue; and if we were to analyze our antipathy, it would be found to lie not against a spirit of obedience to law, but against a spirit willing to accept laws which it has had no part in making: in brief, we are angry with the Germans because they are not democrats. Obviously (and this is what we hold against the German schoolboy), it has been the design of German education to train anti-democratic citizens—primarily, I suspect, by impressing upon the youth that admiration for loyalty,

that hero-worship and fidelity to the kingly, which appeals so warmly to the youthful temperament. Their success in this design irks us, and the more because we have so widely and uncritically copied German educational methods and ideals when we should have been creating a schooling appropriate for a democracy.

The key to democratic education, like the key to democratic institutions, is liberalism. Along with the freeman's ballot, the free public school is the great fortress of democracy. But the school must be not merely free of access, it must be free in spirit; that is, it must stand for a liberal education. This means, first of all, that it must avoid early specialization. In Germany there is one type of public school for the child of peasant or laborer; there are other types for merchants, soldiers, legislators: the whole system is based upon the hypothesis that the state must be a class-state, each man born to his appropriate moves and from infancy assigned to his possible squares, like the pawns and pieces of the chess-board. America has escaped this, luckily, for its primary schools; but overhead we have been assiduously copying the Germans, and the superstructure is weighing more and more heavily upon the common-school foundations, tending constantly to contract their native liberalism. Undoubtedly, for that kind of efficiency which sees all ends from the beginning, the German method is best; but no free state can afford to foresee its destinies—except the one destiny of holding open the possibility of choice.

Liberalism means, then, primarily the training of youth to choose their own careers; which, in turn, should mean a belated entrance upon a career. For it is not to be supposed that this choice is to be made intelligent by an early smattering in many subjects and arts; such a notion springs from the fallacious confusion of means with ends, and it is only knowledge of ends that can make choice intelligent. Such knowledge cannot be acquired from anything short of a comprehension of the history and organization of society in connection with a fair internal estimate of the nature and possibilities of man. That is, it is knowledge that is possible only with a certain maturity—as much, at least, as is required of the voter; and it should be the aim of a democracy, in the interests of its own perfection, to keep its youth in the tutelage of liberal studies up to their majorities. The expense of such a schooling would of course be great; but its returns (granting wisdom in the process) would be inestimable. Further, if we look upon the schools, as we should look upon them, not as eleemosynary burdens, but as part of the returns which society gives its citizens, we should find in the richness of their life our reward. In no institution is the faith of a people so honestly shown as in its schools; what a generation of men is willing to teach to its children is the fairest measure of what it really believes in; and if democracy is a part of our vital faith, then by every means at our disposal our children will be trained for its preservation, which can only be through their comprehension of it.

The creation of such a comprehension should be the guiding principle of our public-school organization. Not variety of skilled technicians, but humanistic breadth of mind, is

the true token of the liberal state. The two things are not incompatible, but they do not necessarily coexist, and it is easy to sacrifice the second to the cheaper production of the first (as Germany shows, and as we, alas! are in peril of showing). We must face the fact that democracy is dearly bought and dearly maintained, and that its liberalism is a kind of delicate oscillation of the soul which can be preserved from fatal overthrow only by an eternal gymnastic, for which no training is too precious.

If we ask what should be the form of this training, how our schools can be made liberators of the spirit, fosterers of democratic citizenship, we need not go, for our programme, beyond what is already stated. For we have said that the youth of the land are to be educated to become choosers of their own careers, and this means choosers of the whole life that they are to live, private and public: they are to be taught statesmanship in that final sense in which the statesman is the discoverer of the good of which human nature is capable. Each generation of men must make of its heirs a generation of discoverers of the good (not easeful spendthrifts of their fathers' fortunes): so only may men remain noble.

As sought concretely, this object is not beyond attainment. Man is by nature limited. He is an animal with simple appetites and few senses, whose satisfactions are the chore of our technical skills—engineerings, medicinings, purveyings. He is also a spirit, limited in his spiritual nature: for there are just three forms of the good, in a final sense, of which he has inner apprehension, and these are the goodness of truth, the goodness of beauty, and the goodness of virtue or nobility of character. Educators should be thinking of these forms of the good, to which studies are the means, when they seek to liberate the soul of youth; and in the light thereof, surely they could simplify their scholastic machinery. For we are constantly losing the end of education in our absorption with its means, forgetting that all that is harmonious and beautiful in human progress (art and science and statecraft alike) comes from the supple and simple adaptation of means to ends conceded to be good—from the law of parsimony, which is the key to all honest discipline. Or, briefly, what can compare with mathematics as giving inevitably a perception of truth and error? What betters our imaginations of beauty more than beautiful poetry or noble prose? What criticism of the virtues of one's own soul is more capable than is admiration for the ideal man as the history of human deeds and of men's utmost desires has portrayed him? The means to all these are as free as the art of printing—plus the little sacrifice of time which we should give for our democracy's sake.

So giving, with a rounded understanding of the meaning of liberalism, we may escape falling into the fallacy of the past three centuries of European civilization, which have cultivated the technical intelligence of man at the cost of the liberal and spiritual, and have brought us to the dread pass of to-day. Rather, thinking of truth and beauty and nobility, we should be ever portraying—since these are the essence of our humanity—the form and features of the ideal citizen, the hero and king of a democratic society.

For the Germans are not wrong in holding before the eyes of their youth the image of a heroic German and bidding them be loyal to him. All great nations have been built up in character and soul by the images of heroes—such a one as Achilles or Roland or Arthur or Siegfried.

Our distaste for German schooling should not be that it makes idols of its heroes, but that it confuses unheroic princelings with the heroic—the Crown Prince medalled as Siegfried is an example. Democracy, too, must have its hero—perhaps a composite of its noblest, as we Americans make a kind of composite ideal of Washington and Lincoln. All liberal education should be directed to the delineation of such a national hero, whose portrait, in the nature of things, could never be completed; it would grow in stateliness with each new achievement of the humane spirit and with each renewed participation in its character. Liberal culture, indeed, can only mean that this character of the ideal citizen is in some degree manifested in all citizens; and the true meaning of equality in society is but the common possibility of men to share in such salvation.

If we would seek example, we need only turn to the greatest of all democratic movements in human history. For the living heart of Christianity is that simple faith in the redeemableness of the common man which Jesus made the prime article of its faith. In a direct and unavoidable sense the soul of all that is Christian in Christendom is the *Imago Christi*. Through this image an ecclesia of the spirit has been created which, with all defects, is still the noblest of human gains. It is an image of faith, faith in an ideal character gifted with perception of the ideal good; and upon faith of no other type can any true democracy grow or be made secure. For in a political as in the ecclesiastical democracy the fight is never ended while life lasts, and only unto the departed can the final credit be set to their estate.

## Lending Money to College Students

By CHARLES F. THWING

I HAVE for twenty and more years been lending money to college boys and girls. The number whom I have thus tried to help is 342. The whole sum loaned is no less than \$34,157. The average amount, therefore, loaned to each is \$99.85. The extremes are about \$500 and \$10, with few examples of the higher extreme. Of the 342 recorded, 205 were men and 137 women, or a percentage of 59 and of 41.

The causes which lead one to lend money to students are summed up in a single fact having two parts: (1) leanness of purse, (2) richness of brain combined with nobility of character. The people who come to college represent, on the whole, the intellectual classes. Despite the interest in athletic games and sports, despite the frolics and the fun, the typical college man is, be it said without humor, intellectual. He comes to college because he has a mind, because he wants to use it, and because he wants to make it a better mind for future use. Again, at least one-half of the students in American colleges are poor. Not far from one-half are at least partially supporting themselves. It is rather dangerous for a man to support himself entirely in college; something is likely to suffer, either his studies or his health. From these two conditions, therefore, of intellectual aptitude and pecuniary need arises the cause which leads one to lend money to the able, poor, and promising boys and girls.



The larger motive joined to this cause grows out of the cause itself and is found in the desire "to help on." This motive at once brings up the special kind of boys and girls to whom it is worth while to lend money. Such boys and girls should have at least three qualifications—sound health, moral and intellectual power, and the promise of usefulness to the community. These conditions are more or less closely associated. If sound health is lacking, money bestowed cannot serve its most useful end. The intellectual ability, bestowed by nature and enriched by previously acquired training, should be of the kind to warrant the hope of still higher development. Some men and women reach their mental limits early. Others give promise of growth and strengthening of indefinite proportions. Aid should be given to those who hold forth such promise. It is not worth while to attempt to fertilize sand-banks. The element of moral capacity is even more important than the intellectual gift. The student who is to receive any pecuniary advantage should be sound at heart and to conscience true. If the student is a man, his will must be strong enough to resist the assaults of appetite—the characteristic temptation of men. If the student is a woman, she must be vigorous enough to maintain her womanhood against the insidious enticements of self-consciousness—the peculiar temptation of women.

Such ability on both the moral and intellectual side results in proper scholastic standing. The third quality, the promise of future usefulness, of course includes the two just named, but it also embraces ambition, initiative, energy. The college is not justified in wasting itself on incompetents.

The money granted the student may take either of two forms, a gift or a loan. The gift was formerly the more usual; the loan is now becoming so. The latter method has certain advantages. As a class, students are conscientious and courteous and wish to make just compensation for every favor received. It is therefore more natural for them to regard money accepted as a loan. To the college, on the other hand, the loan on its repayment represents a means of increasing the power of the college in helping.

I believe that a student is justified in incurring a debt which he can remove within three or four years after graduation. Most men and women on leaving college can earn in this time enough to meet all college debts. Few of them have assumed a debt of more than \$1,000, most of them less than \$500. A few in extreme cases may have incurred obligations of \$2,000. The larger sum should have been sufficient to meet all bills in many colleges. These sums, except perhaps the larger ones, the student of ordinary earning power should under ordinary conditions be able to repay in three or four years. In fact, most boys and girls, with economy, could do so within half that time.

The answer to the question of how large a debt is justifiable is related to another question—how much money should a student seek to earn at college in order to lessen the amount that he borrows? It is clear that no man or woman in college should so spend time and strength in self-support as seriously to impair the value of his education. Students should keep constantly in mind that the purpose of their being in college is not to earn their bread. They, and the college, too, must understand and feel that the object to be held supreme is the cultivation of power for service.

Loans are usually made without security. Frequently students take out a life insurance policy of \$1,000 or \$2,000

in favor of the creditor; and if a creditor wishes such security, it is fitting for the student to provide it. But the annual premium increases the debt of the student, and the risk of his death is small. One greatly prefers to interpret the obligation as one of honor and to accept the risk of death.

The attitude of students towards their debts is always to me most interesting. Generally it is one of gratitude. Hundreds of letters that I have received from students, expressing their appreciation of what has been done for them, make pleasant reading. Yet it must be confessed, always with a sense of sorrow and sometimes with a sense of shame, that there are students who do not pay their debts, who even do not appreciate the obligations under which they have consented to put themselves. The causes which create this condition and conclusion are several—chiefly self-indulgence that may be called a lack of personal honor, and general inefficiency. Another cause of delay in repaying debts is the need of helping to educate brothers and sisters. This motive, of course, is most worthy, and the consequent delay is justifiable. Sometimes death prevents the repayment of a loan, but this seldom occurs.

In order to make preventable delays as slight as possible, I have always found it advantageous to keep up a close relationship with the college graduate who is a debtor, as well as with other graduates. Distance in time and place promotes forgetfulness and neglect. Once outside college gates, it is easy to think the college rich and in no need of money. Therefore the debtor should be told the truth as clearly as may be. He is, be it added, usually grateful for such reminders. It is helpful, too, to advise graduates not to wait to make large payments. Five or ten dollars remitted monthly soon lets daylight through the hard, dark wall of a college debt. It is also helpful for students to be made aware that interest on a loan, even if it does not exceed 3 per cent., mounts up in the course of years.

Certain questions naturally emerge. First: Do students spend money wisely? This question applies to the well-to-do as well as to the borrowing class. On the whole, I believe they do. Their danger lies in wasting money in small expenditures and in careless bookkeeping. Second: Do students or their parents deceive college officers in making claims of poverty that are more or less fictitious? Seldom, is the reply; and when there is deception, its detection is usually easy enough. The fact is that boys and girls who want to come to college, and whose parents want them to come, are not of the dishonest sort. Third: Does the fact of a debt often serve to alter the choice of a profession or to delay marriage? In certain instances it does. I am sure that some men enter the teaching profession, which lies closest at hand to the graduate, in order to pay college bills, and often continue in it although their purpose was to use it simply as a means. Their early and constant purpose has been set aside by the interests and claims of the school-room. Most women, too, decline to become wives until their college debts are settled.

In conclusion, I wish to say, and to say emphatically, that the lending of money to college men and women, under the conditions suggested, seems to me one of the most effective ways of aiding our common democracy. The money given by the members of the community to the college for helping able, promising, and poor girls and boys comes back to the democracy in the form of nobler character and of greater personal efficiency. The result is a thousand-fold gain.

## A New Educational Adventure

IT is clear that the Great War has not only raised many new social, political, and economic questions, but it has also served to restate and emphasize many old, long-recognized evils in our present organization. Never in the history of the world has there been a time when it was so essential as now for thoughtful people, conscious of their obligation to humanity, to combine in novel and efficient ways for the single-hearted consideration and criticism of existing ideals and institutions in the hope of suggesting practical betterments and readjustments. When the war is over a process of unparalleled reconstruction must begin which must take account of all that has been done and all that remains to be done.

With a view to meeting these manifold problems and preparing the way for their solution, a group of public-spirited and patriotic citizens have organized a novel type of school for men and women which they trust will form a permanent and important addition to our present educational institutions. The *Nation* has already given a preliminary account of the plan in its issue of May 11, but we are now in a position to give fuller information in regard to it and the spirit in which it is being received by intelligent on-lookers.

Those interested in promoting the new school are very anxious that the public should understand and sympathize with their aims, for they feel that it should be built up quite as much from without as from within; otherwise it will miss its chief purpose. It is not to be an asylum for the unseated, disbarred, and unfrocked any more than it is to be a stronghold of established tradition. A group of instructors is being selected who recognize the pressing necessity of collecting accurate information about political, social, and industrial conditions, and who are capable of bringing our ever-increasing knowledge of natural science, history, psychology, and anthropology to bear on the one all-absorbing task of social and economic readjustment. The object of the school will be to give properly qualified and earnest men and women, whether they have had an academic education or not, an opportunity to carry on serious and profitable advanced research in the fields of government and social organization. Here they may not only study the actual conditions and follow the changes which are constantly taking place in our dynamic society, but they will be enabled to see our present difficulties in the light of scientific, philosophic, and historical knowledge. Hitherto there has commonly been a fatal gap between so-called theory and practice. It is the chief business, as we understand, of the new school to bridge this gap; for all intelligent practice is based on theory, and all theories that are calculated to aid in reform are nothing but broad and critical ways of viewing practice.

The regular teaching staff is to consist of perhaps a dozen men and women who have already secured a reputation as independent thinkers and writers in the social sciences—politics, economics, history, psychology, anthropology, international affairs, law, etc. These will be aided by a small group of younger assistants who will be regarded as apprentices. In addition to the regular staff, provision will be made for several lectureships to be held each year by distinguished investigators from other institutions or from the extra-academic world. This will vary the pro-

gramme from year to year, and give the staff and regular students an opportunity to become acquainted with men of importance and originality who may be encouraged by the opportunity thus furnished to work out novel lines of thought which would find no place in the usual college and university courses.

In every educational institution the problem always arises whether the instruction and methods of study are to be adapted to the most gifted and promising students or to the mediocre and poor. The new school proposes to meet this difficulty fairly and honestly. In the first place it is not designed for boys and girls, who often find their way to and through college with no honest interest in study or capacity to think carefully or write clearly. It will have no attractions for any one who is not intent on real study and the acquisition of knowledge and insight for their own sakes.

Those who avail themselves of the advantages of the school will be divided into two classes according to their desires and needs. Those who wish to be merely auditors, to listen to courses of lectures and get suggestions in regard to new books and new points of view, will be registered for such courses as they wish to attend; but the institution will assume no further responsibility in regard to them.

The regular students will be few in number—perhaps a hundred might be as many as could ever be expected to fulfil the conditions in any one year. They will have to prove their exceptional intelligence and special interest in the work in hand. They should show promise of becoming high-class editorial writers, original teachers, public administrators, or their capacity for taking responsible positions where it is essential to deal with the problems of labor. Just as in the *Ecole des Beaux Arts* only those could expect the attention of the instructor who had some artistic gift, so in the proposed school the regular students must have gone far enough to exhibit the capacity to interest themselves scientifically in social problems, and to express themselves intelligently in discussion and writing. There will be no ordinary "examinations," no system of accountability which enables the indifferent student to accumulate academic credit bit by bit. The only credit possible will be the willingness of the instructors to express approval of the student's ability, achievements, and promise. Every regular student will be warned of this at the outset. In this way the instructors will reach in a way as many as take the trouble to attend their lectures as auditors, but at the same time their special aid outside the lecture room will be confined to mature students of unusual ability.

In organizing the school, care is to be taken to throw the main responsibility on men and women who have had time to accumulate knowledge and experience, but who retain the energy and enthusiasm of youth. The few instructors above fifty selected for particular reasons will rely upon the younger members to take the initiative in all the constant readjustments that will be necessary if the school is to meet the needs of a dynamic society. It is hoped that no "inferiority complex" will be formed among the younger members, who in many institutions feel themselves hopelessly subordinated to men who have passed the stage of active readjustment. There will be no academic ranks or hierarchy, except the distinctions, in no way invidious, between the regular staff, upon whom the conduct of the school will devolve, the temporary assistants or ap-



prentices, and the lecturers from the outside who will be appointed for a term only.

It is probable that there will be two terms, a winter period from the middle of October to the middle of April, and a shorter summer term from the middle of June to the end of August. As for the regular students, they will be presumed to be in the school to carry on each for himself his own chosen work with the help of the men and books which are put at his disposal. In every case each of them will have his special line of outside investigation into the social and economic and political phenomena of the world in which we live. This line he will be pursuing, regardless of terms and lectures, with such persistence as his energy permits. Informal discussion, reading, individual pondering, and above all a constant anxiety to get a first hand acquaintance with what is actually going on, will be the main ambitions of the novel institution. No mere listening to lectures and reading of books will qualify any one to receive the school's approval. The student must have the inclination to explore for himself, and the capacity to react upon his findings in the light of his knowledge of man's nature and past and present circumstances.

The high ambition of the school is nothing less than to train leaders in all those departments of social activity which affect great numbers of our fellow beings. It ought, for example, to turn out a new kind of aspirant to political office, whether legislative or administrative, who will be clever enough to gain his constituents' support by fair means, and represent their real interests, not those of his party machine or political group. It ought to turn out a new kind of teacher, who if he gets an opportunity may bring the instruction in the schools and colleges into closer connection with our needs; a new type of secretary of city clubs, who can organize and instruct public opinion; a new type of editorial writer, who can make our newspapers and magazines a source of public enlightenment beyond what they are now.

### Comment

The *Nation* has asked a number of representative university men and others to comment on the foregoing article. Their replies are subjoined.—EDITOR OF THE NATION.

THE writer is in full sympathy with the programme of the Independent School of Social Science as expressed in the statement that "a group of instructors is being selected who are capable of bringing our ever-increasing knowledge of natural science, history, psychology, and anthropology to bear on the one all-absorbing task of social and economic readjustment." It might, however, be well to define what is meant by "our increasing knowledge of natural science, psychology, and anthropology." There is at present only one method known to science by which knowledge can increase, namely, the method of quantitative experimentation, used generally by the physicist and chemist, used sparingly in natural science and psychology, and not used at all, so far as the writer knows, in anthropology. Measured by this test, the theories of evolution cannot be considered as an addition to our knowledge, since they are not based upon experiments, although they have acted as a valuable stimulus in the revolt against church authority, and have furnished the excuse for the ruthlessness of imperialistic aggression. Measured by the test of the method of quantitative experimentation,

"psycho-analysis" is no addition to our knowledge. Measured by the test of quantitative experimentation, the claims of "racial biologists," Teutonic and other, are no addition to our knowledge.

The application of the method of quantitative experimentation has recently led to such additions to our knowledge as the proof of the real existence of the molecule and the electron, the beginning of an insight into the constitution of the atom, the discovery of the laws determining heredity and sex—to mention only a few of those results which may interest the layman.

If the Independent School of Social Science is to fulfil its mission, it will be necessary to familiarize the student with that method of science which alone can lead to real additions to our knowledge, and thus teach him how to discriminate between pseudo-science and scientific progress.

JACQUES LOEB

*Marine Laboratory, Woods Hole, Mass.*

THE announcement of a new School of Social Science invites reflections of various kinds. The names of the sponsors of the school inspire confidence and give assurance of high ideals and purposes. The establishment of a new centre of thought and research will in any event bring fresh impulses and perhaps a reorientation. If it is true that the development of political science has been retarded by the exigencies and limitations of undergraduate instruction, the planned emancipation of the faculty of the proposed school from the ordinary teaching routine will be a distinct gain. From this point of view the school may well claim to be a free school of a special type.

However, it is because I am heartily predisposed in its favor that I venture to question the wisdom of labelling the school as "independent." The *Ecole Libre* in Paris marked a dissociation from Government control, but what does "independent" stand for in the present case and in this country? Is it meant to imply that work in the social sciences is generally carried on in America without the requisite freedom? Are the admitted imperfections of that work due to pressure from without or to much deeper causes not easily remedied? Suppose a school of social science were started under distinctly communistic or even anarchistic auspices, I should welcome it for the thought it might contribute, as I might welcome a school founded to spread the gospel of industrial or political autocracy; but I should not expect in such a school the same range and variety of opinion as we now find represented in university faculties. A special claim of independence is dangerous because there are no novel guarantees of independence available. Endowment, voluntary support, taxation—each form has its own dangers of insidious influence and control, and we have to place our trust in the wisdom of management and the restraints of tradition.

Let the proposed school start on its career without too much of protest or challenge. It will be a very distinctive and valuable factor in contributing to the new constructive thought that will be needed more than ever during the next ten or twenty years. But it will not be able to furnish all of that thought; and if there is to be the closest coöperation between it and other schools, it will do well to avoid even the appearance of a claim to be considered a thing apart.

ERNST FREUND

*The University of Chicago*

THE new School of Social Science, which is the subject of your editorial, has seemed to me, from the time I first heard of it, an unusually interesting and useful project. I am not entirely in sympathy with the sentiment of a friend of mine who told me that he had thought of writing a book entitled "Education, Its Cause and Cure." But it is impossible not to recognize that our universities, in spite of the admirable work which many of them do, are still far from being the centres of vital and independent intellectual activity. This is due, of course, to causes that lie deeper than mere externals—the formalism of organization and of instruction; it is due fundamentally, perhaps, to a deep-seated democratic instinct which will scarcely tolerate universities whose degrees the average sensible boy or girl cannot win by an average decent attention to clearly set tasks. Whether all of our universities should, even if they could, devote themselves primarily to the relatively few really competent students is a debatable question; but that it would be a great gain if a certain number of our universities did so can hardly be doubted. The interest and the value of the new undertaking seem to me, therefore, to reside very largely in just this: it will not be interested in doing the greatest intellectual good possible to the greatest possible number, but will be exclusively interested in furnishing the best possible opportunity to a few really competent person to make the most of their capabilities. A school which expects to achieve this end must obviously concern itself with quality, never with quantity; it should be so organized (or so unorganized, if you please) that there is no possible advantage to the school or its members in having five hundred students rather than fifty, or in having fifty teachers rather than ten. The new School of Social Science seems to have been so conceived, if one may judge from what has been said of it, as to justify the prediction that it will prove a successful venture.

CARL BECKER

*Cornell University*

IN order to comment on the proposed School of Social Science, one must distinguish between persons and things. To the persons who lead the new enterprise I doff my cap. They are courageous, high-minded, generous scholars. They are determined that we shall have greater independence and thoroughness in our social studies. In order to secure these ends, many of these men are marching out of the older institutions. As one who is left behind, I am sorry to see them go, but glad to see them try their venture, glad to wish them good luck.

The school as a "thing," as an organization, presents some striking anomalies which torment a mere administrator. It is to be "emancipated from suspected obligations to donors, trustees, and university arrangements in general." It is, however, "legally" a corporation which is to derive its income, for the present, largely from annual subscriptions pledged for five or ten years. There is no plan of financial organization which makes obligations to donors more urgent and more continuous. They are in fact on this plan not "suspected" but acknowledged. The school will do what the donors want it to do and what they continue to want it to do. The school asks for subscriptions on the basis of that promise.

With respect to the teachers, the school proposes (1) to relieve them from administrative responsibilities, and (2) to grant them self-government. The statement seems to

assume that administration in other institutions is a pretence and a make-believe. In so far as that supposition proves to be false, there will be trouble in the new school.

The teachers are to be young, at least in spirit; they must, however, "have already secured a reputation as independent thinkers and writers in the social sciences." One feels some strain in the combination at the start; one wonders what it will be when ten or fifteen years have passed. Are teachers to be dismissed as they grow old, in years or in spirit?

The school clearly intends to be free from bias and fundamental in its research. Its list of studies is, however, highly specialized. Literature and philosophy—the appreciations, the values, and the intellectual presuppositions—are alike ignored. Can the programme with this deliberate mutilation be kept free and fundamental?

Why, then, is the venture so full of promise? It is not because of its form of organization. That is a protest rather than a plan. It is not because of its freedom and independence. The school is radical rather than free, in the academic sense. It appeals to men who wish to know how society should be changed rather than to those who wish to know that it should be.

But the real strength of the school is that of the persons who are making it and of the compelling quality of the cause which they serve. It is whipping us all with the lash of its protests, and that we surely need. It will set a group of good students at work with fine enthusiasm in a great cause. It may be that in time it will even learn to whip itself.

ALEXANDER MEIKLEJOHN

*Amherst College*

THE question has been asked of those interested in the new School of Social Science why an experiment of this sort is necessary. The world is to be confronted after the war by grave problems, economic, social, and political, and the solution of these problems requires all the freedom and all the special scientific knowledge possible. The natural place to look for such knowledge would be the universities, and there is no disposition on the part of the founders of the school to question their availability. Unfortunately, the universities do not enjoy the confidence of labor, which will take a large part in reconstruction after the war. It is hoped that the freedom of the new school from any suspicion of capitalistic bias will win the confidence of labor. The first great purpose of the enterprise is to establish a connection between the results of economic and political inquiry and the actual efforts at social betterment. But the school also hopes to train men and women in public and industrial administration. There is a rapidly increasing number of administrative public positions for which the demand is not yet supplied, and of industrial positions for the regulation of the personal relations between employers and employees. In both these fields adequate scientific investigation is needed. The school hopes to furnish this and to connect this critical social development with the broader results of mature scholarship.

FRANCES A. HAND

*Windsor, Vt.*

WITH reference to the new graduate School of Political and Social Science, one must not overlook the fact that while its advantages will be many—so many as to warrant



its establishment—after all it merely adds another instrument of research in the political and social sciences.

Most of the objects aimed at in the formation of the new school could be accomplished by establishing a foundation to offer an annual prize of a substantial sum, say \$50,000, in political and social science. A standard should be set equal to that acquired by the Nobel Prize. Competition should be open to all the graduate schools of the United States. Liberals and radicals should be allowed a voice in selecting the topics or fields of research. A recognized body of able thinkers should be constituted to establish standards and judge results. No university board of trustees would dare to bring upon itself the stigma of opposing the directors of the foundation.

What would be the effects of such a plan? The extent of the thinking and the volume of literature produced would be far greater than under the scheme recently launched. Its depth and thoroughness should be no less. The supreme advantage would be that it would focus the nation's best minds on what should be our ideals in political and social relations. A self-perpetuating body of this nature would eliminate the breach of continuity in national progress which results from frequent elections and changes of administration. It would supply the one element that a benevolent autocracy possesses—continuity of reign. National progress would be purposeful rather than haphazard. The nation would become conscious, and its progress towards democracy within and its capacity for international leadership would be abundantly increased. ELISHA M. FRIEDMAN

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## REVIEWS

### Studies in School Efficiency

*Problems in State High School Finance.* By Julian Edward Butterworth. Yonkers, N. Y.: World Book Company. 99 cents.

*Rural Education and the Consolidated School.* By Julius Bernhard Arp. Yonkers, N. Y.: World Book Company. 99 cents.

DR. BUTTERWORTH, who contributes the first of these two recent additions to the School Efficiency Monographs, prefaces his array of facts and figures by an interesting sketch of the financing of the American high school from its first appearance in the form of the Latin grammar school to the present. The Boston Latin Grammar School, prototype of its kind, was assured of existence by private subscriptions amounting to something over £40. A few years later the rental of certain lands owned by Boston was set apart by the city for the school. There were also occasional bequests and tuition fees. Other Colonial Governments aided their schools by land grants. In the South endowments were frequent. Sometimes the income from liquor licenses and from licenses of peddlers was set aside for secondary schools. But the high school had to fight its way. Although in most of the States it was considered a part of the "common" or "public" schools established by law and hence entitled to a share of the general educational fund, such application of money rested with the local district; in other States, the term "common schools" was not interpreted to include high schools, or

the Constitution specifically designated the elementary grades as solely entitled to public money. It was not until the seventies that, with Maine leading the way, the States began to enact laws definitely for high schools.

The questions to which Dr. Butterworth addresses himself are: How may the burden of the high school be equalized, as, for instance, between the county and the State? To what extent have the laws governing the financing of high schools affected educational standards? How are backward communities to be brought to the point of appreciating the high school? What conclusions may be drawn concerning high-school finance? These and related inquiries he pursues in detail, citing the practice of the various States and presenting the considerations upon both sides of disputed policies. He looks forward to a simplification of the present complex system of public-school support by the use of a single fund for the entire organization.

A larger number of readers will be interested in Superintendent Arp's presentation of the problem of the rural school. Unlike too many specialists, he does not fix his eye so entirely upon the centre of his interest as to be oblivious of the surroundings. He shows us, not the rural school as an isolated thing, but the rural school as an important activity of rural life. His opening chapters have as much to do with the setting of the rural school as with the institution itself. This careful viewing of the field adds weight to his conviction that nothing short of a revolution can meet the demands of the time. In almost the first words of his preface he declares:

The gist of the problem is to establish a new school in which the essentials of a modern education can be taught. The old school, as still found in over 90 per cent. of the rural districts, does not lend itself to such a programme; and no amount of repair, addition, varnish, or veneer will transform it into an efficient, modern institution. Rebuilding is absolutely essential.

The way out? Consolidation: "Absolute faith in the idea and efficacy of consolidation is preëminently the message of this little volume."

The obstacles in the way of consolidating schools and thereby substituting one good one for several weak ones are regarded by the author as overrated. He analyzes the alleged difficulty of transporting pupils to the consolidated school and the cost of the school. Concerning the latter, he calls attention to the distinction between the cost per pupil per day of actual attendance and the cost as the farmer thinks of it per farm or school district. On the former basis, since the average attendance at the consolidated school is apt to be better than that at the schools it supplants, the cost of education under the new arrangement is frequently no more than it was under the old. Indeed, it was economy that led to the first consolidated schools, the cost of transportation being much less than that of teachers, and the taxes, uniform for the entire township, not being affected. But of course the determining factor in the problem should be, not trouble or expense, but the kind of education provided. Backward communities must be persuaded or shamed into giving their children the same chance that others have.

Whether one agrees with Superintendent Arp or not as to the place of the consolidated school, his book is an informing, common-sense discussion of a matter that will not loom less in the public mind as our soldiers return from Europe with quickened appreciation of the value of a first-class education and the right to it of every American child.

## Democracy in Education

*Democracy in Education: A Social Interpretation of the History of Education.* By Joseph Kinmont Hart. New York: The Century Company.

THIS book is a reinterpretation of the great field of the history of education in the light of present-day tendencies and needs, a field which has also been the background for distinctive studies in religion and philosophy. We have here not simply the writer's perceptions of things, but a real appreciation of the conditions under which democracy has developed; it is a genetic study in which Dr. Hart gives the values of the past in terms of the present and in which he emphasizes the struggle of democracy, from the time of the Greeks on, to become a vital power. The great force which has hindered its progress, a force which has, however, diminished with time, is what the writer calls the folkways, a term borrowed from Professor William G. Sumner's well-known study on this subject. Professor Sumner says:

The mind in the crowd seems different from the minds of the individuals which compose it; there enters the work of stronger minds, for the crowd has a mystic power greater than the sum of the powers of its members.

The story of the struggle by which the race has gradually been escaping out of these folkways, the world of tradition and fixed attitudes, where the moral is merely the customary and the conventional, forms the main part of this social study. The history of all our great institutions may be traced back along this path; and that we ourselves have not completely sloughed off this spirit is seen in the folklore of families and in the provincialisms of sects and communities.

The history of democracy in education is thus the history of the struggle between these tendencies: tradition, convention, institutionalism, and change, growth, reconstruction. The writer makes it clear that democracy is really a state of mind, a keen sense of common, human relationships and the realities of life; more directly, it is the process through which the immature members of a community are made ready to live in this democratic and scientific universe. Plainly enough, as with the folkways, its basis is the social bond, the life in the whole body, although the individual must not sink his personality in it; its discipline is self-discipline, not imposed from without; its education is an inner process, evolutionary. The problem of democracy thus becomes the problem of education, which is, of course, the progress out of the folkways, which Dr. Hart feels have yet too strong a hold on our schools.

The author feels that the crucial question of the time is whether our civilization shall conform to schemes handed down from the past, everything to be fitted into the old patterns, or whether education shall be free to use the new energies which have been released, the new patterns suggested by new conditions. He strongly emphasizes the fact that thinking, only, does not lead to truth; what one feels and believes, his spiritual possession, is more fundamental to life and growth than what one reasons out and proves. The book has many merits, too, aside from its exposition of the fundamental theme and its keen and logical analysis of the subject. It is an organism; it is concrete, yet always suggestive of the general, and at times of the universal; it

is free from masses of detail; and, while it is sufficiently technical for the author's purpose, it has exceptional literary value. It will prove a stimulating book for the teacher, for the worker in social studies, and for the general reader.

## The Art of Fiction

*A Manual of the Art of Fiction: Prepared for the Use of Schools and Colleges.* By Clayton Hamilton. With an Introduction by Brander Matthews. New York: Doubleday, Page & Company.

THIS is a revised and enlarged edition of Mr. Hamilton's "Materials and Methods of Fiction," published ten years ago. Its introduction by Professor Matthews is of the same date, though a word of postscript is appended here. In neither introduction nor postscript is there any direct mention of Mr. Hamilton's study of fiction. One is to imagine the author issuing his first book under the benign and slightly detached smile of his old master and later colleague. The fact is, this book, with all its good sense and earnest effort, bears the marks of youth, of an academic youth which has not yet forgot the art of thesis-making. It is a work so neat, so sure, so bookish as only a budded master of arts can produce. We have no opportunity of comparing this revision with the original, but take it that its preparation for classroom use has involved expansion rather than rewriting, and the addition of certain simple apparatus now, to all appearances, held indispensable in the process of turning a text into a textbook.

The addition to each chapter of a list of "review questions" and another list of "suggested reading" is supposed to work wonders nowadays with almost any sort of book. The present reviewer cannot feel that the process has really "prepared" this ambitious little treatise for the use of schools and colleges—certainly not of the former. Imagine a high-school boy intelligently answering such a question as: "Define the spheres of the respective contributions of art, philosophy, and science to the search for truth." Plainly, the only thing he can do is to turn back and see what the learned author has said to excuse such a "question," and to echo it back as faithfully and quickly as possible. And he will not find even this the easiest of tasks.

For an advanced and seriously interested student, on the other hand, the book, without its more or less perfunctory quizzing machinery, should be of notable value. It represents a thoughtful and independent effort to straighten out the mess in the huge grab-bag labelled "Fiction" that dangles just within the gateway of the current book-mart. Its trimness and cocksureness are not to its disadvantage; they define a position which such a student should be able to study profitably. It "covers" very thoroughly, in its own way, the field of its undertaking. Almost any of Mr. Hamilton's definitions, taken by itself, might be challenged by a person who made his survey from a different elevation or angle. Instance the basic definition which he sets in italics at the outset: "The purpose of fiction is to embody certain truths of human life in a series of imagined facts." The present reviewer, in like case, would begin with: "The right object of fiction is the interpretation of human nature or character in action." And, from such a beginning, he would travel a different road and see different sights by the way. But Mr. Hamilton's discussion, on the whole, is marked by good sense and good taste. His initial distinc-



tions between fact, truth, fiction, and actuality are at the very bottom of the matter. Here and there is a flaw in his trimness. We assent cordially, for example, to the second of these sentences, and to the substance of the first: "Every novelist of genuine importance seeks not merely to divert, but also to instruct—to instruct, not abstractly, like the essayist, but concretely, by presenting to the reader characters and actions which are true. For the best fiction, although it deals with the lives of imaginary people, is no less true than the best history and biography, which record actual facts of human life; and it is more true than such careless reports of actual occurrences as are published in the daily newspapers." But we balk at the word "seeks," as we balked at the word "purpose" in the other definition quoted, and at similar imputations of moral self-consciousness on the part of the artist. How much bigger is that conception of Goethe's cited (a bit slyly?) in Mr. Matthews's introduction: "If there is a moral in the subject, it will appear, and the poet has nothing to consider but the effective and artistic treatment of his subject; if he has as high a soul as Sophocles, his influence will always be moral, let him do what he will." Mr. Hamilton, we hasten to say, accepts the most modern view of the proper indifference of art to moral convention. He rightly holds that Swift and Rabelais are more moral than D'Annunzio, because of their sanity and vigor; more dubiously recommends Daudet's "Sapho"; and finally, in the vulgate, goes the whole hog with the declaration that "there is no such thing as an immoral subject for a novel: in the treatment of the subject, and only in the treatment, lies the basis for ethical judgment of the work." All very good—if anybody at any time had ever been able absolutely to distinguish the ethical from the æsthetic in a work of art.

## Notes

### Education and Psychology

THERE seems no principle of order in the chapters of Professor Charles Hubbard Judd's "Introduction to the Scientific Study of Education" (Ginn; \$1.80), although he states that it is intended as a textbook and that it has grown out of his experience in giving an introductory course to students preparing to become teachers. But the material it offers is certainly much better adapted to the needs of such students than the course in the history of education that was formerly required. Professor Judd works in no small amount of history, but it is made to appear incidental and subordinate to the practical work of the twentieth-century teacher. He also gives a hint of some of the great battles that are being waged over educational policies. But in the main he is occupied, and rightly, with matter more directly pertinent to the activities of the busy instructor, as the school building, grouping pupils in classes, individual differences, methods, classroom management, play, and health supervision. The usefulness of the book is enhanced by the "exercises and readings" at the close of each, which set definite problems as well as put questions that may be answered from the pages of the volume.

PSYCHOLOGISTS are busy devising impersonal tests to indicate the mentality of children. Some stop at this point, while others claim that deductions can be made which will show in what line of work the child should later engage.

It was to be expected that the tests would eventually be used to classify groups of school children. This has now been done by Professor Rudolf Pintner, whose tests and results are given in a small book, "The Mental Survey" (Appleton; \$2 net). The plan of the author is to test all the children of each grade in six schools, using six psychological tests; then to reduce individual ratings to averages and to classify the schools according to these averages. The results to be obtained from such group surveys may be used in determining feeble-mindedness, and for educational and social improvement. Just how far such tests, uninterpreted by the personal acumen of the investigator, can be trusted is still a doubtful matter. Professor Pintner, who was aided by several assistants of unknown experience, gives comparison tables from his ratings and from the "guesses" of the children's teachers. They differ decidedly, but not more so than do the tables made by the scientific Yerkes and Binet tests on the same individuals. Which, then, is the more reliable? One thing to be remembered is that mathematicians are very scornful of the psychologist's use of averages and series. As an example, Professor Pintner gives a table of averages which bears very hardly on a rural school when compared with a city school. He makes no comment or allowance for the fact that the former had only 83, while the latter provided 740 cases, nor does he consider the disturbing factor that city children are quicker of speech than rural children of the same ability, and that speed in answering is usually a preponderating element in these tests. Nor does he allow for the fact that in a small community children are likely to be shy and confused in the presence of strangers, and so are prone to answer wrongly even about the things they know. Finally, is it necessary, in a scientific experiment, to put the object in a compliant attitude by asking the experimenter to avoid letting the object know that it is a test and to suggest that it is intended as an amusement? Does a child's ability show itself best when tested or when amused? The question is at least relevant in vocational guidance.

THE desire to improve the human machine is a specialty of Robert Grimshaw, who now publishes his lectures with the title of "Lessons in Personal Efficiency" (Macmillan; \$1.50). The first impression produced by such glowing accounts of how every one can be changed so as to improve each waking moment is that of wonder. Why does not the author apply his own knowledge and become the most efficient man of the age; just as one wonders why Mr. Babson does not apply his advice to others to his own enormous profit? This is hardly just, however, because some preach better than they practice. Such a collection of definitions and of methods of improving defects is valuable. The author has given a comprehensive review of information on the ways of wasting time and opportunities, and he explains methods of correction in a clear and simple fashion. If his readers will first develop their will power and then practice the exercises to improve efficiency where it is most needed, their power-value will increase. Even the casual reader will be interested to see how wasteful and desultory life is.

### Biblical Texts

IT is to be feared that many students who have learned that the Hexateuch is regarded by most scholars as a

compilation of four principal documents, the Jahvist, the Elohist, the Deuteronomist, and the Priest-code, have only a general idea of their likenesses and differences, but no clear conception of the contents and the extent, especially of J and E, since they are not so easily separated from each other. To bring out the individuality of the several documents more vividly, Professor Edgar S. Brightman has edited afresh "The Sources of the Hexateuch" (Abingdon Press; \$3 net) by printing J, E, and P separately in the text of the American Standard Version, "according to the consensus of scholarship," and prefacing each with a brief introduction in which the main points are summarized. That this edition will be welcomed by students goes without saying; and it deserves commendation, even though the "consensus of scholarship" is often conspicuously absent, and the opinion of those with whom Professor Brightman agrees does not always appear to us the right one. This may be unavoidable; but in the brief footnotes, where the differing views are cited with the names of those who support them, one misses at times complete accuracy in detail. Moreover, the fragmentary character of J and E should perhaps have been brought out more clearly to the eye and to the imagination.

### The Classics

TWO little books entitled "Handbook for First-Year Latin Vocabulary" and "A Notebook for First-Year Latin Vocabulary," both by Stephen A. Hurlbut and Barclay W. Bradley (American Book Company; 24 cents), are intended to supplement Professor Lodge's "Vocabulary of High School Latin," first, by differentiating the vocabulary of the first and second year of Latin, and, secondly, by taking account of word relationship. The "Handbook" is intended for the teacher and the "Notebook" for the pupil. The latter has the Latin words, arranged as nouns, adjectives, verbs, etc., on the left-hand page, and opposite a manuscript page on which the pupil is to write the English meaning of the words he meets in his daily lesson. This should be a valuable exercise. It may be doubted whether the authors are well advised in enjoining on their pupils to "try always to select a single English definition for each Latin word." Many teachers would be of a precisely opposite opinion. A strong point in both books is the emphasis on derivation and word relationships.

THIS new edition, by Professor Francis W. Kelsey, of Cæsar's "Commentaries," with an introduction, notes, a companion to Cæsar, and a vocabulary (Allyn & Bacon), includes Books I-IV of the Gallic War, with selections from Books V-VII, and also selections from the Civil War, including the battle of Pharsalus—a particularly good choice. It seems a pity that any one should spend a year in reading Cæsar and still have no knowledge at first hand of one of the decisive battles of the world. This book is probably superior to any school edition in the number and attractiveness of the illustrations, many of them colored. The dullest pupil or teacher must surely have his interest excited or quickened in turning over these pages with views of landscapes in France and Belgium, with names rendered familiar to readers of newspapers during the last four years. Professor Kelsey's introduction gives many extraordinarily interesting parallels between ancient and modern warfare. Beneath a picture of a "French helmet,

type of 1915," is the poignant comment, "This helmet was worn by Richard N. Hall, a graduate of the Ann Arbor High School and of Dartmouth College, who served in a volunteer ambulance corps in France and was killed by a shell on Christmas Eve, 1915, when driving his ambulance in the Vosges Mountains." Beside it, for comparison, there are early Gallic helmets from the British Museum. There is another picture of a French soldier hurling a hand grenade. "He is standing in a trench. His head is protected by a steel helmet. With the left forearm he holds a shield." Five years ago helmets and shields were the property of antiquaries, but to-day they are probably used by a larger number of men than ever before in the world's history. The maps are abundant and seem very good; the modern names are given as well as the ancient, which enhances their value. The companion to Cæsar has over a hundred pages of grammar and syntax, which would entirely supply the place of a grammar for an ordinary student. The notes on the first two books give the direct Latin for the reported speeches, which is an invaluable aid, first for the understanding of the meaning, and second for obtaining a grasp of Latin syntax, in which indirect constructions play such a leading part. Altogether the book seems an unusually good example of its class.

### Modern Languages

#### ENGLISH

THE most important part of Dr. William Chislett's little book, "The Classical Influence in English Literature" (The Stratford Press; \$1.50 net), is the catalogue of English authors who have translated from the Greek and Latin or have manifested a knowledge of the classics in their works. It is an impressive list in length and will be found useful for reference, but it does not include Conington's Virgil, or Sir Theodore Martin's admirable translations of Horace, or W. H. Mallock's version of Lucretius in Omar Khayyám quatrains. In one way, Dr. Chislett is bringing up a battery of artillery to force an open door. English education is based firmly upon the classics; no English writer can escape the classical influence. If they did not translate, they imitated, or composed variations upon classical themes. The other essays and notes are rather miscellaneous in character, ranging from William Vaughn Moody's "Feeling for the Seventeenth Century" to the "Influence of Nonnus on Elizabeth Barrett Browning," and rather slight in content. The statement that George Gissing "*amused himself . . . by studying Greek metres and in reading classics in the British Museum*" has an odd look to one who knows the facts.

A BOOK adapted for the use of advanced schools and colleges, "English Literature," by Herbert Bates (Longmans, Green; \$1.50), is intended to be an aid in the study and appreciation of literary masterpieces. To this end there are general-reading lists; collections of masterpieces and anthologies; a bibliography of British life and scenery—an unusual feature in a textbook—which should give accurate and vivid ideas of the country described; excellent illustrations, both portraits of authors and pictures from nature; and a list of books representing tendencies in contemporary literature. In the closing chapters there are practical suggestions for classroom study, and a brief, com-



prehensive outline for reviews. The author emphasizes the relation of biography to literature, although at the same time he advises that only what has a direct bearing on the work in hand should be studied; for the main thing is to make the reading profitable by the appreciation of the human element, the convictions and passions of the writer's heart. In sum and substance the student thus acquires understanding of what the nation regards as precious, of the ideals that Englishmen have followed in their writings for thirteen centuries. As in all other phases of the world of thought, these ideals have changed from age to age; and the study of the passing from one to another, from the formal classicism of Addison and Pope to the lyric romanticism of Keats and Shelley, furnishes the enduring interest.

**TEXTBOOK** is the last word Dr. Frederick Houk Law would wish applied to "Modern Short Stories" (Century), although he concedes it is "A Book for High Schools." In truth, his anxious care that no one shall suppose the book is to be studied does not disguise the fact that he has very clearly in mind the youth who is quite unacquainted with literary forms. The essential features of the short story he develops in a very informal but carefully devised introduction in sane limits. His restraint here, where many have gone astray, promises well for the selections. Collections of classic tales are so numerous that it is refreshing to read statements like these: "Here is a collection that is entirely modern. The authors represented are among the leading authors of the day, the stories are principally stories of present-day life, the themes are themes of present-day thought." A captious critic might object to the inclusion of some of the dialect stories as unlikely to help the pupil's command of English. A wide reader will miss some of his favorite authors. But most will recognize as excellent the twenty-two stories by as many different authors, for there is not only great diversity of subject, but there are many grades of difficulty, enough to lead the pupil up to the best. The appreciative and explanatory notes at the back, as well as the suggestive questions on each story, will aid any inquiring reader, whether in or out of school.

**THE** history of many important political and economic movements in our country during the last five years may be read in "President Wilson's Addresses," edited by George McLean Harper (Holt). Some of the subjects discussed are the world war; our relations with Mexico; the submarine menace; the duties of the naturalized citizen; and others of a miscellaneous character. Professor Harper has, in his introduction, re-emphasized that the author is versed in jurisprudence, history, politics, literature, besides having been the president of a university and the Governor of his State. The addresses show us the real man in his estimates of great public matters in the making; they show us, too, the literary artist, with the teacher's gift for instruction—for he cannot quite doff the teacher's mantle. On every page President Wilson has carried the aptitudes of the scholar, the teacher, the man of letters into the field of economic and political questions. The literary quality of these addresses will give them an added value for the general reader.

**TO** instil American ideals and patriotism is the object of "Our Patriots," by Wilbur F. Gordy, and "My Country's Voice," by Frances Nimmo Greene (Scribner; 50 cents

each). Both are addressed to youth. The first is a collection of chapters upon some of our great men and women, beginning with the Pilgrims and coming down to Abraham Lincoln, with Frances E. Willard and Clara Barton brought in out of their chronological order, evidently so as to end with the appealing figure of the martyr President. The other book is made up of selections in prose and verse, ranging from an anonymous "America Wakes" to the Gettysburg Address and the Concord Hymn. A third manual of patriotism, "My Country's Part," by Mary Synon (Scribner; 50 cents), is in part narrative, in part expository and argumentative. It tells of our getting into the war, and sets forth the considerations that impelled that action, something about the meaning of war, and the various activities at home that have resulted from our entrance into the conflict.

**THE** fear which Tennyson felt concerning his work that, having been pronounced a classic, it might lose its interest by over-editing for school use, must be the first feeling of one who finds "Tom Brown's School Days" furnished with notes and published as an English text (Ginn; 80 cents). As the book has been edited, however, by H. C. Bradby, an assistant master at the Rugby School, the notes have a freshness and point not to be encountered in the usual textbook. They do not indulge in curious information, but confine themselves for the most part to the elucidation of facts with which a boy of the present generation, especially an American, could not be expected to be familiar. If they are judiciously used by an instructor, we see no reason why they should turn this excellent story into a bore.

**CHILDREN** can hardly be said to be in pressing need of something to make them appreciate the approach of holidays, but the purpose of Carolyn Sherwin Bailey's "Stories for Every Holiday" (Abingdon Press; \$1.25 net) is apparently to show how these festal occasions may be made useful as well as enjoyable. Even for this, boys and girls may not invariably thank their well-intentioned author, but like their elders in analogous situations they will probably be able to take pleasure in the stories without running the risk of spoiling a holiday by putting them into effect.

**"LESSONS in English,"** by Arthur Lee (Charles E. Merrill Company), comes to us with the authority and weight of a new "Reed and Kellogg"—a great recommendation in the eyes of those teachers who have used that well-known series in the past. Without attempting to separate its special contribution from what it owes to its valuable predecessors, it is possible to praise this little book as it stands almost without qualification. Its understanding of the pupil is keen and sympathetic, and it uses great tact in its suggestions for subjects for themes and letters—subjects that would naturally arouse the child's wish to express himself. There is great skill shown in awakening an interest in words and their meanings, and in anticipating and correcting the more common difficulties. Above all, the book is thoroughly interesting. Although it furnishes abundant drill in grammar, spelling, and punctuation, it manages to achieve a variety and spontaneity, a resourcefulness and fertility of invention, that keep the lessons fresh and stimulating. The pictures and poems are well selected. The poems are quite within the range of the pupil's interest and

experience and yet demand of him some conscious use of the imaginative powers. Much stress is laid on visualization, the training of the "inward eye," a thing of the utmost importance if the child is to develop any creative power or imagination in these days when the "movie" is flooding his mind with ready-made images while he sits, a passive spectator. For small classes, it might perhaps have been made even stronger on the imaginative side; the teacher of such small groups will be able to supplement the excellent suggestions in this book with more work in reproduction, and also, possibly, make the drill more incidental. But for average school classes the book can be used just as it is and will prove a very delightful and profitable book for both teacher and pupil.

MR. KITTREDGE'S name on the title-page of an English grammar is alone a guarantee of excellence, but a perusal of "A Concise English Grammar," by George Lyman Kittredge and Frank Edgar Farley (Ginn; 72 cents), shows that the book has a number of special virtues to recommend it. In the first place, it is, as its title promises, concise; in fact, a marvel of conciseness. Everything finds its place in that clear, logical framework, making a textbook that is thorough and complete. In these days when Latin and Greek are losing their proud place as vested interests in education, it is a relief to feel that grammatical studies so full and so sound as this admirable textbook outlines are being undertaken in our schools.

IN "Good English," by Henry Seidel Canby and John Baker Opdycke (Macmillan; \$1), the authors have had as their object to stress "the fresh and apposite" rather than the theoretical and abstract. We are prepared, therefore, to find the book practical, and are not surprised that the illustrative material should deal with automobiles, games, school life, Boy Scouts, the problems of salesmanship, the business of getting a living. We can see the advantage for the average pupil in beginning with his immediate world. But the authors have made almost no attempt to carry his mind beyond this—to lead it on to wider interests, to give it range, variety, and breadth. In their desire to avoid the abstract, they have settled down too complacently within the intense but limited world of the schoolboy. This weakness on the imaginative side is shown in the selections of poetry which are, most of them, of the newspaper variety. The classification seems a little artificial: "Stories in Poetry Told in the First Person," "Stories in Poetry Told in the Third Person," "Poetry that Explains," "Poetry that Argues." One longs for a little "Poetry that is Poetry." The part dealing with letters—and this is fully half of the book—is excellent. The directions, examples, exercises are the best that we have seen, and we should like to feel that every pupil could have this stimulating drill. The section on argument also is admirable in the problems set and in the fresh and energetic treatment. It is surprising that authors with such a keen sense of fact should have selected the pictures they have used to illustrate their little book. The pictures are as unconvincing and unreal as possible, without supplying in the least the imaginative element we have been clamoring for.

THE indefatigable Sherwin Cody has revised his textbooks, "How to Do Business by Letter" and "Word

Study and 100% Business Speller," and his exercise books, "100% Speller" and "Exercises in Business Letter Writing" (World Book Company). Mr. Cody rightly insists not only on correctness in "business English," but also on avoidance of the stereotyped expressions that make the ordinary business letter an assemblage of jargon. His little manuals have rendered wide service to persons who have grown rusty in their English, as well as to those who have awaked too late to the fact that writing is not a superfluous accomplishment but a practical necessity. In their new form the books should reach new students.

#### FRENCH

IN his recent "Grammaire élémentaire de l'ancien français" (Paris: Librairie Armand Colin), Professor J. Anglade, previously known through his book on the Troubadours, aims chiefly at furnishing preparation for reading Old French texts. The essentials of phonology, morphology, and syntax are briefly and plainly set forth, and the manual may well be of use in our college courses.

WHILE disclaiming adherence to any one theory of teaching, Rosenthal and Chankin's "Grammaire de Conversation et de Lecture" (Holt) is primarily a direct-method handbook; and as the authors state that at least three or four days must be spent on each of the forty-six lessons, it is obviously intended for schools. The usual plan of the lessons is to begin with a connected passage of French on which the grammatical points to be treated are based. This is followed by a questionnaire founded on the preceding passage; the next section, styled "Explication," suggests grammatical comment and questions by the instructor; then follow word-lists, a grammar-drill exercise, and a set of English sentences for translation. The material is skilfully compiled and arranged, and the book seems well adapted for use in high and preparatory schools.

"FRENCH in a Nutshell," by Jean Leeman (Dutton; \$1), intended for the use of Americans in service overseas, is a phrase and conversation book interspersed with a minimum of grammar. The word material is chosen largely with reference to hospital work and travel, and should be of some value to those for whom it is planned.

TO readers of French war books in particular, A. Dauzat's "L'Argot de la Guerre" (Paris: Librairie Armand Colin) should be a welcome reference book. The author, a well-known linguistic scholar, has gathered data concerning war slang partly from his personal experience in service and partly through extensive correspondence with officers and soldiers. The seven chapters forming the main portion of the book discuss various aspects of the subject, such as new-coined words, older survivals, borrowings from foreign languages, changes of meaning. At the end is a glossary of some two thousand words and expressions, the most comprehensive that has yet appeared.

#### GERMAN

AN unostentatious but serviceable piece of scholarship is the "Syllabus and Selected Bibliography of Lessing, Goethe, and Schiller," prepared by William Addison Hervey, of Columbia University (Lemcke & Buechner; \$1 net).



The syllabus has been developed gradually as the result of twenty years' experience in teaching and should prove useful to both undergraduate and graduate students. The bibliography is merely selective, but if any indispensable titles have been overlooked the reviewer has failed to notice them. Indeed, one of the chief merits of the book is the unusual handiness of information even for teachers. There are chronological tables and topical notes. One of the most interesting features is a table in parallel columns of the genesis of the first part of "Faust." Blank pages are conveniently interspersed for addenda.

#### POLISH

THE period of reconstruction which will follow upon the war will demand from the English-speaking peoples a closer acquaintance with the languages of the European East, if their influence is to be at all thorough. No doubt with this idea in view, a series of manuals for self-instruction is now being issued to replace the old Trubner's Language Manuals, which were sometimes useful to the philologist, but never to one who wanted to acquire a practical knowledge of a particular language. Grammars of Polish and Rumanian, hitherto inaccessible to the Englishman or American, should prove a boon now, but unfortunately this new Trubner series starts inauspiciously, for, while the Rumanian manual is excellent, so far as it goes, the Polish manual is quite worthless for self-instruction. Professors of Slavic languages who were obliged to give courses in the Polish language have struggled along hopelessly with Manassevich's "Polish Manual," in the German Hartleben series, with its ill-digested mass of details. In "A Polish Manual," edited by J. H. Freese (Dutton; \$1.25 net), we get the same book in an English translation with "considerable additions and alterations." The translator tells us in the prefatory note that he has availed himself of the Polish grammars of Soerensen, Wicherkiewicz, Poplinski, Rykaczewski, and Orda, but the additional notes only pile Pelion upon Ossa, and are frequently puzzling or even incorrect. The treatment of the pronunciation, especially of the nasals and softened sibilants, is useless to one who does not hear Polish spoken. The extremely difficult subject of aspects is barely touched upon, and, while the student is, on p. 27, specifically told that perfect verbs have no present tense, the list of irregular verbs, on pp. 43-45, give invariably the present tense of the imperfect aspect under the perfect aspect of the verb. Similar inaccuracies are found throughout the book. Nevertheless, in spite of these defects, the Polish Manual will be welcomed by the teachers of Polish, at least until some better work comes to take its place.

#### RUMANIAN

ANOTHER manual for self-instruction, F. G. Ackerley's "A Rumanian Manual" (Dutton; \$1.25), is a result of the author's attempt to master the language; and, while it also follows the corresponding excellent manual in the Hartleben series, it has in places made the subject clearer. The student who wishes to acquire the beautiful Rumanian language will be particularly grateful for the large amount of reading matter, consisting of simple sentences, fairy tales, historical essays, and Biblical extracts. The pity is that the book is apparently set up by a linotype and does not distinguish to the eye between the Rumanian and Eng-

lish texts. But for this, the "Rumanian Manual" is all the student will need before taking up the advanced study of the language with the aid of German or Rumanian textbooks.

#### RUSSIAN

THE "Russian Manual," by J. H. Freese (Dutton; \$1.25 net), is "intended as an introduction to the Russian language for the purpose of self-tuition." It contains "rules for pronunciation; a grammatical outline sufficient for ordinary purposes; a number of illustrative exercises; extracts for reading accompanied by translation and vocabulary; and a few easy phrases and dialogues in every-day use, for learning by heart." The grammatical outline, though at fault in some details, is in a condensed, orderly form that should enable a diligent student to learn in a comparatively short time how to read Russian with the aid of a dictionary. So far the book will probably serve its purpose better than preceding textbooks. But Mr. Freese, instead of confining himself to this modest aim, tries to make his manual give a foundation for writing and speaking Russian. For this it is utterly inadequate. The rules for pronunciation are inaccurate and amateurish, and the exercises are too brief to be of much service. The English-Russian vocabulary does not give the Russian words in the Russian alphabet, but only in an approximately phonetic transcription—an innovation that cannot be commended. In a word, by attempting a task too large for 156 brief pages, Mr. Freese has injured a book that might have been admirably adapted to a humbler purpose.

THE "First Russian Reader," by Frank Freeth (Dutton; \$1.25 net), consists of twenty pages of "words commonly used," with an inaccurate would-be phonetic transcription, twelve pages of easy sentences, with translation, and twenty-three pages of texts for reading, with English translations on the opposite pages. Now persons who have "mastered the rudiments of the Russian grammar"—and for such the book is intended—do not need to be told the Russian words for *house*, *not*, and *where*; and they do need adequate material for translation, with brief notes and vocabulary, but without a translation thrust upon them. The book cannot be recommended as likely to be of much service to students.

TEACHERS of Russian at the present time need more than all else a supply of texts of Russian authors, edited for the use of English-speaking students. They will welcome the series of Russian texts published by Kegan Paul, Trench, Trubner & Company in England and sold in this country by E. P. Dutton & Company, which contains well-chosen, accented selections from Russian authors, provided with introductions, notes, and vocabularies. The books are small, each containing from thirty to fifty pages of Russian, and cheap (50 or 60 cents apiece); the mechanical execution is unfortunately not attractive, and the printing not free from errors of the press. Of the three volumes at hand, two, Lermontov's "Bela" (an episode from "A Hero of Our Time"), edited by R. Biske, and Turgenev's "Moo-moo" and "The District Doctor," edited by A. Raffi, are particularly well suited for elementary classes. Mr. Biske's editorial work is much superior to that of Mr. Raffi. The "Select Fables of I. A. Kryloff," well edited by J. H. Freese, will be useful for reading by more advanced students. Other

numbers of the series contain tales by Chekhov and by Dostoyevsky and a "Russian Poetry Reader."

THE best textbook available for teachers who wish to use the conversational method is "First Steps in Russian," by J. Solomonoff (Dutton; \$1 net). It consists of a series of pictures with accompanying text, questions, and notes; and, most important, with a good vocabulary at the close.

A COMPILATION entitled "Russian Verbs Made Easy," by Stephen J. Lett (Dutton; \$1 net), is "intended for the use of business men and others who wish to rapidly acquire a command of the Russian language for everyday use." Though Mr. Lett has done his work carefully, the information here given is found in books of more general usefulness, so that the occasional gain in convenience hardly justifies this separate manual. As a work of reference, the book is inferior to "Volper's Russian Accidence Tables," published by the same firm and already noticed in these columns, and to the "Systematization of the Russian Verb," by W. H. Lowe (Cambridge University Press).

#### SPANISH

FUENTES and Elías's "Manual de correspondencia" (Macmillan; \$1 net) offers numerous sample letters of commercial correspondence in Spanish, carefully annotated, and with exercises based on these models. There is also a complete treatment of the irregular verbs and a table of numerals. This is one of the most practical books of the kind that has yet appeared. The copious annotation of each letter will be found very useful.

#### Art, Music, Drama

WE doubt if any artist ever yet got his training from a textbook, but there are times when the textbook may be of great use to him. The most careful study of "Practical Art Anatomy," by E. G. Lutz (Scribner; \$1.50 net), could not take the place of study in the anatomy class, if the class is properly conducted with demonstrations and if the student is made to work at the sections either in the school or at a medical college. The artist will learn more of the human figure, its structure, and its movement from his own ceaseless observation and many notes and memoranda than from any number of technical diagrams and technical explanations. Some of the greatest artists worked before textbooks were invented, and very likely could not have put into technical terms their own intimate knowledge of anatomy. The artist might even be needlessly bewildered by technical terms that have their importance for the scientific student. Mr. Lutz himself admits that, in the case of a certain muscular form, for instance, it is not necessary for the artist to memorize the names of the divisions. On the other hand, moments may come and occasions arise in the studio when a manual of facts is useful, and, as a reference book, Mr. Lutz's little volume may be recommended. It gives an excellent series of diagrams, it is written in as simple language as the subject permits, and it is supplied with a good index.

FRANKLY didactic, but with the test of successful performance certified for them, are the ten little dramas

in F. Ursula Payne's "Plays for Anychild" (Harper; 75 cents net). Each one is related to a holiday, as New Year's Day, Washington's Birthday, Arbor Day, Graduation Day, and so on. The plays are diminutive moralities, with such characters as Itoldyouso, Conscience, Anymother, Patriotism, and the like. They are arranged for production on a school stage, in a parlor, or out-of-doors, by young people between the ages of eight and eighteen. Mainly for smaller folk is "Games for Children's Development," by Hilda A. Wrightson (New York: Prospect Press; \$1.50), a collection of games and exercises for use by mothers and teachers of normal or sub-normal children with the object of developing control of the muscles and quickening the sense perceptions. One likes to see that the author's first rule is: "Every one of the exercises should be put before the child in a spirit of play." Most of the games and exercises are described within a page.

"PATRIOTIC Pageants of To-day" (Holt; \$1 net) comprises four "patriotic festivals": "The Answer," "The Torch," and "When Liberty Calls," by Josephine Thorp, and "The Call to the Youth of America," by Rosamond Kimball. Most of the lines are blank verse, simple and dignified. There are detailed directions for costumes, staging, and the music, the last of which elements plays an unusually large part. In general, the pageants represent America rallying to the defence of freedom across the seas.

#### History and Biography

FOR young students of ancient history in our high schools and academies Miss Leslie W. Hopkinson, an accomplished teacher, has written "Greek Leaders" (Houghton Mifflin), a volume in a series edited by Professor W. S. Ferguson of Harvard University. Her object has been to supply collateral reading, in connection with historical instruction, in these short biographies of eleven Greeks, beginning with Solon and ending with Aratus. The chief value of the book lies in the light which it throws upon the methods of Grecian government. The ideal of Sparta, as long ago as the fourth century B. C., was the "utter subordination of the individual to the state, and absolute equality of condition and uniformity of education among citizens"; but the distinction of the Greeks, as a writer said two centuries later, was "that they were unfalteringly true to the two most unflinching expedients of equality and fraternity." Miss Hopkinson shows an unusually extensive knowledge of her subject and describes her heroes in an attractive literary style.

IN these days of rapid readjustment of historical values conservative notions about what ought to be included in any survey of the comparatively recent past are bound to be attacked with more than usual vigor. Politics and war, long the sole themes allowable by convention, have been overthrown by demands for a due consideration of what is interesting and significant to the general run of mankind. In his work on "The Expansion of Europe: A History of the Foundations of the Modern World," in two volumes (Holt; \$6.50 net the set), Professor Wilbur Cortez Abbott has led a gallant onslaught upon these twin pillars of what are assumed to be the foundations of the modern world. In place of them, he has erected a structure of concept and



treatment which, for the boldness and symmetry of its proportions and the strength and artistry of its composition, challenges attention, even if a close inspection of its contents lessens in a measure the general effect on the beholder. To Professor Abbott the term "expansion of Europe" means vastly more than the process of discovery and colonization which was so marked a feature of the period from the opening of the fifteenth to the close of the eighteenth century. It stands rather for the development of civilization within Europe itself as well as in the areas beyond the continent to which European influence was extended. The deeds of the men who ventured out upon strange waters and into strange lands, the acts of potentates and soldiers and statesmen, are indeed recorded, but in such a way as to make the actual life of the people, as the forerunner of the life of mankind in general in the nineteenth century, the really important thing to know. Throughout the book the author tries to emphasize the vital relation of what occurred in the past to the conditions of to-day. Within his chosen field (1415-1789) he has made available a general history of European civilization which is alike readable and instructive. Although published in the form of a textbook, the two volumes have little about them to repel readers who do not wish to be "schooled" in history. Their appeal, on the contrary, is to the reader of cultivated taste who wants to know how and why the present-day world came to be. A reader of this sort is hardly likely, however, to subscribe to certain arbitrary connections of European with non-European events, despite the ingenuity with which the junction has been effected; and he will wonder that so little precise information is given about the influence exercised by European civilization upon the lands and peoples whither it was borne. Equally in vain will he seek for a concrete appreciation of what the life and thought of Europe derived from their contact with the world beyond. These features of the work are fairly open to criticism. Nevertheless, it must be acknowledged that Professor Abbott has furnished one of the perquisites of a good history, namely, that it shall be *interesting*!

"THE Last Decade of European History and the Great War" (Ginn; 25 cents) is an excellent summary in seventy-five pages of the democratic and Socialistic trend in Europe before the war, and of the war itself down to the end of 1917. It is clear, simple, and accurate, and corrects some wrong notions, such as that "Bolsheviki" means anything more than "majority group" after the split in the Russian Socialist party. The split in the German Social Democratic party ought to be indicated (p. viii); and it is doubtful whether in the battle of Jutland the English lost "about twice as many ships and men as the Germans" (p. xlvii). This pamphlet is designed as a supplement to both Robinson and Beard's "The Development of Modern Europe" and to Professor Robinson's earlier "Introduction to the History of Western Europe." Much briefer and with less insight is the similar "Supplemental Chapter" (Ginn; 12 cents), which has been separately printed to accompany and bring down to date the revised edition of Myers's familiar "Medieval and Modern European History."

"SUPERVISED Study in American History," by Mabel E. Simpson (Macmillan: \$1.20), gives the practical experience of a teacher of American history in a Rochester

junior high school. By "supervised study" Miss Simpson means that the work of the history course is done mainly by the pupils themselves, but under the constant supervision and direction of the teacher, instead of being done mainly by the teacher. It means the daily coöperation of pupil and teacher, not only in the acquisition of information, but also in the mechanical management of the recitations, in that the class chooses its own timekeepers, judges, and representatives. "It makes study seem like play," and at the same time trains the class in self-government, self-reliance, and self-expression. This volume of Miss Simpson's is the first of a "Supervised Study Series" under the editorship of Professor Alfred L. Hall-Quest, of the University of Cincinnati. The useful and practical suggestions which Miss Simpson makes for teachers of American history in secondary schools can be easily adapted by teachers of other fields of history. Like other pedagogical guides, however, it cannot be made a substitute for a good teacher, and enthusiasm for method ought not to be developed at the expense of accuracy and solid acquaintance with the subject-matter.

PROFESSOR W. M. WEST'S "History of the American People" (Allyn & Bacon) is not a mere revision of his well-known "American History and Government," but an essentially new work. This information is made easy for the pupil to acquire by its careful arrangement and the use of distinguishing varieties of type. Less space is given to political history and more to the social and industrial life of the people. The final chapter on America's part in the war is brief but excellent. Throughout the book there is an attractive undercurrent of optimism and healthy radicalism, and an appeal to maturity of thinking on the part of the high school students for whom the book is intended.

ALREADY textbooks in American history are revaluing our national development in the light of the Great War. In Professor A. B. Hart's excellent "School History of the United States" (American Book Company) the colored frontispiece represents an immigrant ship entering New York harbor, and throughout the book much attention is given to the various immigrant groups which have been fused together into the American nation. Professor Hart has also succeeded in bringing clearly before the minds of children the main features of the way our Government is carried on by simple descriptions of such things as nominating conventions, national banks, and the tariff. The numerous illustrations and maps are especially good.

IN the addresses and state papers by American statesmen and publicists, collected under the name "Liberty, Peace, and Justice," in the Riverside Literature Series (Houghton Mifflin; 32 cents net), we have material such as the historian of the world war will use when its permanent story shall be written. Among the authors are the President, the two ex-Presidents, the Secretary of State, and a former occupant of the latter Cabinet office. Very fittingly the Declaration of Independence and the Gettysburg Address of Lincoln are included. These represent public opinion, and in a sense are the source of public opinion, on momentous questions of the day. The union of the American Republics in a Pan-American League, protected by the principles of the Monroe Doctrine; the duties of the American citizen in the present crisis; the sacrifices which the war demands

of our people, the nation representing an army at home co-operating with the military force at the front; the history of the League to Enforce Peace; the influence of pacifism; above all, the duty of the people to cease opposition when once national issues have been decided, are here considered. We see in these addresses, whose keynotes are Liberty, Peace, and Justice, a type of oratory which represents the contemporary American temperament, just as the oratory of the preliminary and early stages of the War of the Revolution and the Civil War shows the national character of those times. The collection will serve as an admirable influence for the schools of our country in the training for right citizenship, especially in history and civics classes.

"MY aim," says Wilbur F. Gordy in the preface to his "Abraham Lincoln" (Scribner; \$1 net), "has been to make real to my young readers Abraham Lincoln; first as a youth . . . then as a man . . . and, finally, as a leader . . ." Of the success of this aim only youthful readers can actually judge, but the narrative is concrete without being a mere series of anecdotes, flows along smoothly, and is to be commended for its use of so many of Lincoln's words, spoken and written. The numerous pictures in the volume will not lessen its attractiveness. Not a few of them have the merit of being reproductions of famous photographs or paintings.

### Social Science and Business

"AMERICAN Social Problems," described in a sub-title as "An Introduction to the Study of Society," by Henry Reed Burch and S. Howard Patterson (Macmillan; \$1.20), is designed as an elementary textbook. It assembles a vast amount of information, organized into chapters preceded by an outline of topics and followed by questions for discussion, topics for special report, and references. Beginning with an outline of the theory of evolution and a summary of the achievements of the past, it traces the development of the family and of the state, and then plunges into the unsolved problems of our day—immigration, the city, industry, poverty, crime, prohibition, divorce, the school. Wise in attempting no ultimate solution of any of these, the authors have produced a volume that may be commended as making a fair and adequate presentation of them all.

"DESCRIPTION of Industry," by Henry C. Adams (Henry Holt & Company; \$1.25 net), was designed by the authors as "a simple and yet a truthful description of the structure and life of the modern business world." Its general relation to the social sciences is indicated by the sub-title—"An Introduction to Economics." It has long been held by some economists that the beginner in economics fails to grasp the real significance of many of the principles on account of his lack of definite knowledge of the means and processes by which wealth is produced in the modern business world. This book supplies a goodly share of the information which is helpful to a proper and ready understanding of economic concepts and principles. There are fourteen chapters, in which are considered, in order, the nature of work; the classification of industries and the legal framework of industry; the factors of production; machinery, motive, and control in industry; the market; the laws of price; money and credit; systems

of exchanges; sharing the product; business integration; and the relation of Government to industry. Some use is made of certain terms familiar to all students of economics, and it has been found necessary, at times, to make a brief explanation of matters usually discussed in treatises on economics. In addition to serving as an appropriate introduction to the study of economics, the book will doubtless fulfil an important function as a preliminary study to vocational instruction, and will find a ready use in the ever-increasing number of our schools providing training in the field of industry and commerce.

THE latest volume in the series consisting of the Barbara Weinstock lectures, delivered at the University of California, on the Morals of Trade, is entitled "Higher Education and Business Standards" (Houghton Mifflin; \$1 net), by Willard Eugene Hotchkiss. There has been much talk about the connection between science and business, although hitherto the relation of the scientist to business has usually been that of a salaried expert whose results, but not whose methods, have influenced business practice. There is no doubt, however, that business is rapidly becoming more scientific because of the growing realization that our resources for wealth production are limited, and that economy of material and effort is necessary in turning raw products into finished goods. A constructive social policy which limits the utilization of materials and men in producing wealth has also emphasized the need of doing business in a scientific way. A strong movement in favor of so-called "scientific management" has accustomed business men to connect the words science and business. Finally, the universities of the country have recently undertaken to educate men for business through their departments of commerce and business administration. Since this last influence is probably the most permanent factor in developing scientific method in business, the author suggests that professional training for the future business executive should be based on a college course of from two to four years "in which the viewpoint and the varied methods of study in several diverse branches of knowledge had been thoroughly instilled." The student could then pass to the professional study of business through the more general to the more specialized studies within the business field. The essay is written in an easy and interesting style, and should appeal to present or prospective business men as well as to educators, especially those entrusted with the difficult task of outlining courses for the professional study of business.

A RECENT volume in Appleton's Commercial Education Series is entitled "The Law of Commercial Paper" (\$2), by William Underhill Moore. The book was not designed for the specialist, for nowadays a knowledge of the correct use of commercial paper is desirable not only for the lawyer or the captain of finance, but also for the business man regardless of the phase of industrial or commercial activity in which he may be engaged. The author has attempted to set forth the information simply so that it may be understood by those not conversant with legal phraseology. In addition to performing the function of instructing business men in an important subject of every-day practice, the book should have a wide use in schools of commerce and finance where commercial law is a part of the curriculum. The volume was prepared in the extension division of the University of Wisconsin, and is edited by J. B. Read.



## Natural Science

## GENERAL

THE revised edition of Caldwell and Eikenberry's "Elements of General Science" (Ginn) has been enlarged and almost entirely rewritten. Some entirely new chapters, such as those on electricity and astronomical bodies, have also been added. The general treatment, however, remains unchanged. The thirty-three chapters deal with six general topics: the air, water and its use, work, energy and electricity, the earth in relation to other astronomical bodies, the earth's currents, and life on the earth. As a first-year textbook for high-school classes the book has also proved itself worth while. Its concise treatment, its admirable literary form, and the careful selection of the most interesting and stimulating phases of each of the subjects with which it deals, make it also readable and informing for persons who have long passed either the high school or the college years.

## NAVIGATION

WITH the great increase in America's fleet of ships and the need of men to run them, schools of navigation are needed and will doubtless multiply rapidly in a short time. Of the textbooks on the subject, new or in revised editions, "Elements of Navigation" (Harper; \$1.25 net), by William J. Henderson, revised and practically rewritten to meet present needs, is a standard. It contains a vast amount of information in a very small space.

FRANK SEYMOUR HASTINGS has devoted his entire book, "Modern Navigation by Sumner-St. Hilaire Method" (Appleton; 75 cents net), to a subject which Mr. Henderson has treated in one chapter. There is much that is interesting in the work, but it treats of only one part of the education of a navigator.

## PHYSICS

IN "The Men on Deck" (Van Nostrand; \$3 net) Felix Riesenbergs has furnished a valuable amount of information regarding the duties of master, mates, and crew. In this volume the author embodies the navigation laws, the rules of the road, and, in fact, has produced a veritable encyclopædia of the sea.

A CERTAIN spiciness is to be expected in the products of Professors W. S. Franklin and Barry MacNutt; their latest book, "A Calendar of Leading Experiments in Physics" (South Bethlehem, Pa.: Franklin, MacNutt & Charles; \$2.50), is no exception. The foreword prepares the reader for what is to follow by the well-aimed shot that, while the authors consider teaching to be the greatest of fun, they have never been helped by anything they have read concerning their profession. A reviewer of textbooks, it may be remarked, sometimes falls into the same humor. The Calendar is presented to the public as a modern descendant of Francis Bacon. It describes a set of experiments that lecturers may use as illustrations for the laws of physics. It ought to be a boon to a teacher. The experiments are interesting in themselves, and are likely to make

students think in order to connect them with the laws which they exemplify. The authors explain how apparatus is to be made and how the experiments are to be performed. Lest dullness should intrude, caustic interpolations are inserted; they are worth noting, especially by teachers of mathematics and engineering, who particularly irritate Professor Franklin.

GINN & CO. are publishing an "Everyday Physics Laboratory Manual" (\$1 net), by John C. Packard, science master in the Brookline High School. The method followed is that of mixing with standard experiments a certain number of practical applications. The best feature of the manual is the interesting selection of side problems and topics for individual study.

## CHEMISTRY

"WHENEVER an instructor uses a text written by some one else, he faces the dilemma that a departure from the order and manner of presentation of the printed text results in the loss of much of its value to the student, whereas a close adherence to it, on the other hand, interferes with the freedom and individuality, and hence with the enthusiasm and effectiveness of the teacher. Nor can the instructor altogether avoid this dilemma by writing his own book, as probably every one is tempted to do, for the use of any text tends to end the period of experimentation upon the class, and to substitute therefor year after year of complacent stereotyped repetition." This is an extract from the preface of "Principles of Chemistry," by Professor Joel H. Hildebrand, of the University of California (Macmillan; \$1.75). Assuming the validity of these statements, the logical escape from the dilemma would appear to be the discarding of the textbook altogether; but the author's solution of the difficulty is the separation of the matter of the usual textbook into two volumes, one containing purely descriptive matter, the other a discussion of the fundamental laws and principles, for the purpose of gaining maximum flexibility in the choice of points at which principles shall be discussed and of material for their illustration and application. Since the descriptive material is available in so many existing books, the author has prepared this exposition of "Principles" to be used in connection with descriptive texts on the reference shelves. The treatment is direct, clear, readable, and altogether satisfactory. All teachers of chemistry who are seeking to improve their methods of presentation will find it suggestive and interesting; and if they do not adopt the scheme of instruction for which it is designed, they will probably be influenced by it none the less in their teaching. The book will undoubtedly prove useful in connection with advanced courses in inorganic chemistry and in introductory courses in physical chemistry.

IN his preface to "Essentials of Modern Chemistry" (Holt; \$1.40), the author, C. E. Dull, gives among his reasons for believing that "there is a field for another textbook in chemistry," the stimulation of the study of chemistry by the war, the multiplication of chemical manufactures, and the increasingly important position that chemical industries will probably occupy after the war. These reasons seem to the reviewer to lack cogency; for the field for elementary textbooks on chemistry is well occupied,

and there are some excellent books which hit the target at which Mr. Dull aims, namely, "to make the book practical and to show the relation of chemistry to daily life without neglecting the fundamental principles upon which the science is based." It really does not seem worth while to have added another book that gives the same material in very much the same way, although the compilation shows careful and commendable industry.

**I**N "Edible Oils and Fats" (Longmans, Green; \$2 net), by C. A. Mitchell, a volume in the series of monographs on industrial chemistry edited by Sir Edward Thorpe, we have in 123 pages a succinct outline of the chemical composition and properties of the more important oils and fats, together with a description of the methods of their extraction, purification, and preparation for food purposes. The principles of well-known analytical methods for the examination of edible oils are also described. Two brief chapters at the end of the book treat of hardened or hydrogenated oils and of margarine. Four full-page photo-engravings of machinery employed in the extraction and purification are given, and a few cuts of apparatus used in analysis. An excellent bibliography of twenty-eight pages completes the book. This volume will find a welcome place in chemical libraries for its competent and up-to-date summary of the subject, and expert oil chemists will probably find the descriptions of the more recent methods of service.

**W**ITH the discovery in 1760 of a fuming, spontaneously inflammable liquid obtained by the distillation of white arsenic and potassium acetate (Cadet's liquid) began the history of the organic compounds of arsenic. Successive generations of chemists have examined these compounds, and the results of their researches have played an important part in the establishment of chemical theory, and have given us in the later years several drugs of great physiological potency and importance, the best known of which is salvarsan, Ehrlich's famous "606." An account, historical and chemical, of these and some related substances is given in "Organic Compounds of Arsenic and Antimony," by Professor Gilbert T. Morgan (Longmans, Green; \$4.80 net). The amount of research devoted to these substances is indicated by the fact that the 350 pages of this large-page volume contain only "a liberal selection . . . comprising those substances having either a practical application or some aspect of theoretical interest." A bibliography of the most important researches and treatises down to the end of 1917 fills ten pages, and in it we notice the name of the author in six entries dating from 1908 to 1914.

**T**NT has become generally familiar as the abbreviation or symbol of one of the most efficient explosives that has figured in the war. The same substance is known in English specifications and literature as Trotyl, while the French call it "Tolite." In a small book of 120 pages entitled "TNT and Other Nitrotoluenes" (Van Nostrand; \$2 net), Mr. G. Carlton Smith gives an account of the manufacture of TNT, its purification and testing, and a brief discussion of TNT diseases. The book also contains a chapter on the history of the nitration of toluene, and one on accidents in TNT plants. In this last it is stated that "TNT is considered the safest explosive that has ever found a wide application in warfare."

## ZOOLOGY

**T**HE special appeal which William A. Lacy's "In the Main Currents of Zoölogy" (Holt) makes is to the real desire which many of us have to know something about the man whose labors have made zoölogy what it is to-day. The book starts off badly. The author himself confesses that "the bewildering number of details makes it difficult to deal with them clearly and coherently," and that "the attempt to unite them into a coördinate whole runs the risk of becoming merely discursive." On the whole, however, the treatment is commendable. The basis of the work is a discussion of what the author regards as the five outstanding biographical advances of the nineteenth century, namely, the discovery of protoplasm, the formulation of the cell theory, the establishment of the doctrine of organic evolution, the rise of bacteriology, and the experimental study of heredity. A dozen chapters follow, dealing with such varied topics as the rise of embryology, Linnæus, Cuvier, insects, painless surgery, and the ten foremost men in the history of zoölogy as a science. The résumé of present knowledge of prehistoric man and the account of the part played by insects in disease are particularly concise and lucid. The bibliography, unfortunately, is not up to the standard of the rest of the book.

## GEOGRAPHY

**A** BRAND-NEW addition to the popular series prepared by Miss Nellie B. Allen entitled "Geographical and Industrial Studies" is "South America" (Ginn; 80 cents), the fourth volume. There are nineteen chapters in which the writer portrays to the reader in a most interesting manner the life conditions of the peoples in the South American continent, the leading facts in the geography of the different countries, and the resources, industry, and commerce of the various republics. In this way, the actual life of the people is portrayed in the setting of an environment strikingly unlike that of the North American child. The book is excellently adapted for supplementary reading in geography for children in the grades, although there is much of interest to children of more advanced years. There is indeed much more than geography for the child to absorb; the whole national life of the South American peoples is described and explained, through national industries, based upon natural resources, and through commerce, in a way which cannot fail to leave a clear and lasting impression upon the mind of the young reader. And, in view of the growing interest of the people of this country in the affairs of our neighbors to the south of us, it is well for children of the present generation to acquire while at school a broad and definite knowledge of South American conditions and life. The text is liberally illustrated with new and unusual photographs which add greatly to the ease of understanding the facts, and there are seven full-page maps, so that the use of an atlas may be dispensed with. At the close of the chapters there are lists of well-chosen topics for further study, and at the end of the volume there is a list of questions for general review. An important feature of the work which cannot fail to be of great assistance to teacher and student alike is the pronouncing vocabulary in connection with the index. On the whole, the volume is an important contribution to the elementary literature on South America and is deserving of wide use in the schools.



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